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ABSTRACT

This inventory and its supplement serve as a catalog or basic reference of external degree programs and proposals in the United States. The first section consists of a list of operational external degree programs, including the degree that can be awarded and the institutions from which it can be obtained. The second section includes information about external degree proposals that have been advanced during the course of the past two years. Sources of information for this section include speeches, copies of proposals to foundations, newspaper, magazine, and journal articles, memoranda, papers, and records of staff visits and meetings. The total number of external degree programs is 31; the number of programs at the undergraduate level is 21; and the number of programs at the graduate level is 10. A total of 26 proposals is given. (DB)

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AN INVENTORY
OF
EXTERNAL DEGREE
PROGRAMS and PROPOSALS

Prepared by
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March 3, 1971
@

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INTRODUCTION

This inventory was prepared to serve as a catalog or basic reference of external degree programs and proposals. It is divided into two sections. The first section consists of a list of operational external degree programs including the degree that can be awarded, and the institutions from which it can be obtained. Detailed information about these programs can be obtained by consulting announcements or bulletins prepared and distributed by the institution sponsoring the program.

The second section includes information about external degree proposals that have been advanced during the course of the past two years. The sources of information for this section of the inventory have been varied. They include speeches, copies of proposals prepared for submission to foundations, newspaper, magazine, and journal articles, memoranda, papers, and records of staff visits and meetings. There was a problem associated with selecting the proper title by which to identify the proposal. In general, if the proposal advocated the establishment or creation of some entity and gave it a name, this has been used to identify the proposal. To further assist in identifying the proposal, its author, or originator is indicated. The proposals appear in the inventory in rough order of the date on which they were announced or made public as best this could be determined.

Versions of this inventory prepared several months earlier were concerned only with proposals for external degree programs. However, with the passage of time, several plans moved from a proposal stage to the initiation of specific activities. It was believed that those interested in the external degree would prefer to be able to keep track of these developments over time via the inventory. One could foresee however that as a particular plan became completely operational, it could not be appropriately included in an inventory of proposals. Thus, the need arose for a new section "External Degree Programs", to supplement external degree proposals.

The new section is not without its complications. For many years there have been a variety of activities in this country and abroad which some have regarded as external degree programs. By arbitrarily restricting this inventory to American based programs and proposals an element of simplification was introduced which has kept the project to manageable size. However, the problem of what to include from the American scene still remains.

We need to keep in mind that the "external degree" is not a conceptualization on which there is, necessarily, full agreement as to

its nature, characteristics, and attributes. The author worked from the position that the inventory should include proposals and programs in which there is a substantial "external" component of one or both of two varieties. In the one instance, the external degree plan or proposal might involve a substantial external instructional component. Traditional residence requirements for the degree are either waived or special arrangements are made whereby they can be met. Substantial blocks of off-campus learning-instruction are permitted, provided, or encouraged. In the second instance the assessment, appraisal, measurement (testing or other techniques) of achievement is handled externally by the teaching institution through programs like the College-Level Examination Program, Graduate Record Examinations, New York College Proficiency Examinations, etc.

Thus, this introductory note should serve two purposes. It should alert the reader to his need to examine each listed program and proposal carefully to insure that it conforms to his preconceptions of the external degree. Also, it should alert the reader to the variety of activities that could be related to the concept of the external degree.

The author also wishes to acknowledge his indebtedness to the many people who have shared the references cited in the inventory and who have brought these materials to his attention. He would like to encourage readers of this edition to bring materials that might go into future editions to his attention.

Section I
EXTERNAL DEGREE PROGRAMS

<u>Degree Program</u>	<u>Institution</u>
Bachelor of Independent Studies	Division of Continuing Education, Brigham Young University
Bachelor of Arts	School of General Studies Brooklyn College
Bachelor of Arts in Liberal Studies	Office of Continuing Education, State University College at Brockport
Bachelor of Science in General Studies	Evening College, University of Cincinnati
Bachelor of Science	School of General Studies, Columbia University
Bachelor of Science in General Studies	College of General Studies, George Washington University
Bachelor of Arts	Adult Degree Program Office, Goddard College
Master of Arts	Graduate Program, Goddard College
Bachelor of Arts in Extension Studies	Division of University Extension, Harvard University
Master of Arts	The Evening College, Johns Hopkins University
Bachelor of Arts in General Studies	University College, University of Maryland
Bachelor of Arts	Division of Continuing Education, Mundelein College
Bachelor of Science in Industrial Technology	New York Institute of Technology
Associate of Arts	School of Continuing Education and Extension Services, New York University
Bachelor of Liberal Studies	College of Continuing Education, University of Oklahoma
Master of Liberal Studies	College of Continuing Education, University of Oklahoma
Bachelor of Arts	School of General Studies, Queens College (N.Y.)
Bachelor of General Studies	Division of Continuing Education, Roosevelt University
Doctor of Science of Theology	San Francisco Theological Seminary
Bachelor of Independent Studies	Center for Continuing Education, University of South Florida
Bachelor of Arts in Liberal Studies	University College, Syracuse University

Summary of External Degree Programs

Total Number of Programs	21
Number of Programs at Undergraduate Level	17
Number terminating at baccalaureate level	16
Number terminating at associate level	1
Number of Programs at Graduate Level	4
Number terminating at master's level	3
Number terminating at doctoral level	1

Section II
EXTERNAL DEGREE PROPOSALS

FORDHAM UNIVERSITY PLAN

The Rivlin Proposal

About two years ago, Harry Rivlin of Fordham University expressed an interest in the concept of an external degree. While there was a serious effort made to develop a plan by several members of the faculty and administration, it was aborted because of higher priority concerns and problems. It has been noted here mainly to record an early expression of active interest.

THE NATIONAL COLLEGE, INC.

The McKean Proposal

REFERENCES:

- a. Two articles in Educational Media, October and November 1969.
- b. An article in the New York Times, May 27, 1970.
- c. Papers dated July 20, December 2, and December 10, 1970 prepared by Hugh F. McKean, Chancellor of Rollins College.

CHARTER:

The National College, Inc., was created by a charter granted by the Secretary of State of Florida on July 17, 1970.

PURPOSE:

To recognize learning whenever, wherever, and however acquired.

ORGANIZATION:

A self-perpetuating board of trustees to establish policies and engage officers. Officers shall consist of president, vice-president, a secretary, a treasurer, a registrar, a dean, and such others as trustees may decide.

AWARDS:

Degrees proposed:

The Associate in Arts
The Bachelor of Arts
The Bachelor's Degree with Honors
The Master's Degree

The degrees would be based on comprehensive written examinations, prepared papers, oral examinations, and a written thesis.

EXAMINATIONS:

1. Written examinations will be prepared and administered by CEEB and ETS. Use would be made of College-Level Examinations and Graduate Record Examinations.
2. Oral examinations will be administered by the National College faculty.

The National College, Inc. (continued)

FINANCES:

The College is expected to be self-sustaining through a \$100 student registration fee, degree qualification examination fees of \$200 and \$300, tutorial fees of \$500, and graduation fees of \$200.

INSTRUCTIONAL RESOURCES:

A learning center would provide instruction for National College degree candidates and to any others who wished to use its facilities. The facilities would include:

1. A studio for preparing learning tapes and other materials.
2. A lending library of magnetic and video tapes.
3. Self-study courses on a rental basis.
4. Tutorial Services -- would comment in writing on students' work.
-- would make tape recordings of their remarks.
-- would hold telephone conferences with students.

PROPOSED TIMETABLE:

- | | |
|-------------|---|
| June 1971 | Announcement of bachelor and associate degree and establishment of learning center. |
| August 1971 | Associate and bachelor degree registration opens. |
| March 1972 | Associate and bachelor degree qualifying examinations administered. |
| May 1972 | First degrees awarded. |

FEASIBILITY STUDY:

Roy E. Crummer, School of Finance and Business Administration at Rollins College is engaged in a feasibility study costing \$100,000 to be completed in one year.

INTERNATIONAL UNIVERSITY FOR
INDEPENDENT STUDY

Academy for Educational Development
Proposal

REFERENCE:

A proposal dated November 20, 1969 to establish The International University for Independent Study (IUIS). The proposal was made by the Academy for Educational Development (AED).

CHARTER:

IUIS is to be chartered by the Board of Regents of New York.

PURPOSE:

IUIS will not be directly engaged in offering instruction. Instead it will "evaluate the student's knowledge and cognitive power both in general education and within an area of specialization."

IUIS PRIMARY RESPONSIBILITIES:

1. Inform students of learning materials and opportunities available.
2. Work out with students the specific academic requirements (includes sequential and final comprehensive examinations) needed for the degree.

ORGANIZATION:

IUIS Administration:

Dean of Instruction - Chief academic officer.
 Dean of Students - Administrative officer responsible for enrolling, advising, and evaluating students.
 Division Directors - Four areas plus general studies.
 Tutors - full time, will program the requested studies, counsel, and advise students, test progress.
 Corps of Readers } For thesis and examinations. Will be
 Oral Juries } recruited on an ad-hoc basis from regular university faculties.
 Advisory and Evaluation Centers - CEEB test facilities and extension services of universities.
 Central Guidance Office - located in New York City.

International University for
Independent Study (continued)

IUIS Faculty:

IUIS will assemble a distinguished group of educators to act as senior faculty, who will determine the acceptability of independent study for credit toward a degree and who will evaluate the end results of such study. It is expected that the senior faculty will function part-time.

The senior faculty will define the studies required and the procedures for the evaluation of student performance. Senior faculty will develop curricula, approve academic accomplishment of students as they progress, and authorize credit equivalents for transfers from other universities.

Ad-hoc Committee:

The AED has appointed the following Ad-hoc Committee:

Detlov Bronk (chairman)
Jacqueline Grennan Wexler (vice chairman for program)
Harvie Branscomb
Douglass Cater
Alvin E. Eurich
William Meyers
Martin Meyerson
Esther Raushenbush
Herman R. Wells
Asam Walinsky
Sidney G. Tickton (secretary)

The Ad-hoc Committee is seeking assistance from foundations and donors to establish the university in the early 1970's.

AWARDS:

IUIS will offer bachelor of arts degrees or associate in arts degrees initially. Later masters degrees may be offered.

EXAMINATIONS:

IUIS will operate four areas or divisions -- Humanities, Social Science, Science and Mathematics, and Business Administration.

International University for
Independent Study (continued)

IUIS will have a general education component for every degree offered by the university. The component can be met by:

1. Taking courses in existing colleges and universities.
2. Passing examinations acceptable to senior faculty, such as CLEP, CPEP, and United States Armed Forces Institute.
3. Conducting an independent study project approved in advance by senior faculty.

IUIS will require comprehensive examinations in an area of specialization (see four listed above) plus one or the other of the following:

1. An oral examination by competent jury.
2. A thesis of "conventional, library, or action research".

IUIS' initial operation will be in English. Later activities will be carried on in a number of languages.

CLIENTELE:

a. THE COLLEGE OF INDIVIDUAL LEARNING (CIL)

This organization is a newly established institution which gives its mailing address as New Haven, Connecticut. Its president is John E. Tirrell. Alvin C. Eurich is president of its Board of Trustees. It plans to offer correspondence instruction in liberal arts and business administration. Its courses are designed to parallel existing CLEP examinations or tests on the drawing boards. In fact its promotional literature directs the students' attention to the opportunities available through CLEP. As of the beginning of September 1970, CIL was finishing its course development and was engaged in market surveys. It had not as yet begun actual instruction.

The business operating arm of CIL is Future Resources Development of which John E. Tirrell is president.

CIL has been described under the International University for Independent Study because with the establishment and operation of IUIS, CIL would become the instructional arm. That is, students successfully completing CIL courses would submit evidence of their achievement to IUIS -- and if they eventually met IUIS requirement, they could receive their degree.

International University for
Independent Study (continued)

b. IUIS will not be limited to serving CIL students.

FINANCES:

COSTS AND FEES

Annual tuition \$250.

Fees for evaluation procedures -- not specified.

Balanced budget is expected with 10,000 students in 6th year.

\$1 million is needed to launch the university.

\$2 million is needed for operations during the first five years.

The Academy for Educational Development is to act as fiscal agent and administrative manager until the university is in full operation. AED also is to provide temporary office space, 28th floor, 437 Madison Avenue, New York, 212 758-5454.

INSTRUCTIONAL RESOURCES:

See College of Individual Learning under CLIENTELE above.

NATIONAL BACCALAUREATE EXAMINATIONS

The Lieberman-Wycoff Proposal

REFERENCE: A research memorandum dated March 1970 prepared by Bernhardt Lieberman and Deborah Wycoff, University of Pittsburgh, entitled National Baccalaureate Examinations, a Proposal for a Drastic Change in the Conduct of Undergraduate Education.

The authors propose that undergraduate university education be supplemented "so that students be permitted to earn a baccalaureate degree by passing a series of objective, short answer examinations constructed by ETS". It is proposed that ETS be chartered to award baccalaureate degrees.

A student could earn a degree without enrolling in any college or university. Many variations of the plan are possible. One is that students be required to pass six examinations -- English, Mathematics, Humanities, Natural Science, and Social Science plus one advanced specialty examination comparable to a major or some recognized interdisciplinary field.

The proposal also discusses the kinds of things each examination might cover.

ETS would be assisted by a group of leading scholars or educators.

Given the above what would the scope of higher education be like?

1. Some colleges will continue to offer traditional degrees.
2. Some colleges will award a degree only if the student passes all examinations required by ETS.
3. Some colleges will use five basic examinations but not concentration examinations.
4. Students could also study independently.

The degree granting authority might be "The National College" to be chartered by the Federal Government. ETS would pass test scores to the National College, which would be a formal degree granting college. National College would set passing scores. OR

ETS could apply to any one of fifty states for authority to grant degrees. ETS would construct tests, administer them, set passing scores, and award degrees itself.

UNIVERSITY OF CALIFORNIA,
COLLEGE OF EXTENSION STUDIES

The Hitch Proposal

REFERENCE: A speech given by Charles J. Hitch, President of the University of California, March 25, 1970, at the All-University Faculty Conference on the Davis Campus. The speech was entitled "Problems and Opportunities of the Extended University."

In 1968-69, University Extension had the equivalent of 18,000 students making it the largest unit in the University.

It is not possible now, under present University of California rules, to work toward a degree on a part-time basis. The state colleges now permit this, however. Hitch proposed "a separate academic unit, perhaps some kind of College of Extension Studies."

He referred to programs elsewhere -- Columbia's School of General Studies, Boston University's Metropolitan College, Harvard College of Extension Studies, British Open University -- and he said the University of California should actively explore the desirability of instituting such a program, because: 1) facilities for regular instruction are reaching capacity enrollments, 2) part-time programs might use instructional technology at lower per student instructional cost, and 3) the program would open access to underrepresented minorities.

He also suggests that use might be made of the College-Level Examination Program (CLEP) so that part-time students might complete degrees within less than the equivalent of four years of formal instruction.

His speech resulted in a resolution which said:

1. That the university should expand opportunities for baccalaureate and graduate study on a part-time basis.
2. That such degrees should be identical in name and quality with those that result from full time programs.
3. That on each campus there should be at least one major effort to develop means for providing instruction for students, who in the past have not had access to University resources -- by particular attention to use of new instructional methods.
4. That a task force should be appointed to:
 - a) Study programs elsewhere.
 - b) Encourage educational innovations.
 - c) Find financial resources.
 - d) Suggest organizational arrangements.

University of California,
College of Extension Studies

The resolution specifically calls for consideration of the development of "an activity similar to the British Open University."

While the above has general relevance to an external degree plan and while Hitch did not offer a specific proposal, the speech and its response is indicative of a generally favorable climate. Nonetheless, Fred Nelson, College Entrance Examination Board, Western Office, called on Hitch some weeks after the speech. He reported that the proposal "is in for tremendous uphill sledding".

UNIVERSITY OF NORTH AMERICA

The Dennis Proposal

REFERENCE: Correspondence on file at ETS. The proposal was contained in staff communications in March 1970 between Larry E. Dennis and John W. Macy, Jr., President of the Corporation for Public Broadcasting.

It was proposed that a university of North America for the purpose of continuing liberal education of adults be established. This institution would make use of television supplemented by radio, correspondence studies, films, programmed instruction, libraries, theatres, museums, tutorials, counseling centers, conferences, and short-term seminars at regional learning institutes.

The university would offer credits, administer tests, grant degrees, and develop and distribute instructional materials.

The university is a "confederation of a select group of junior colleges, colleges and universities, educational agencies and associations working cooperatively." It would include institutions in Canada and Mexico.

Support should be obtained from CEEB, ETS, and ACT, the Union of Experimental Colleges and Universities, and the American Association for Higher Education.

TIMETABLE:

March 16, 1970	}	Initiate, develop, and implement the open universities project, including four pilot projects in July 1970.
to		
March 1971		

The proposal aims for full scale operation of the university by 1976.

LOCATIONS:

The locations originally proposed were: Southern New England, upstate New York, New Jersey, greater St. Louis, Washington-Baltimore, Minneapolis-St. Paul. Later Southern New England, New Jersey, upstate New York, and Pennsylvania were the proposed locations. These four would be under a Northeast Open University Consortium.

INSTITUTIONAL INVOLVEMENT:

In southern New England (Massachusetts, Connecticut, Rhode Island) it was proposed to involve the following: Connecticut Commission for

University of North America (continued)

Higher Education, the Massachusetts Board of Trustees for Higher Education, the Rhode Island Board of Regents for Education (and the respective State Chancellors for Higher Education), the New England Board of Higher Education (NEBHE), the New England Regional Commission, the New England Governor's Conference, the New England Center for Continuing Education, and the regions' public and private instructional broadcasting stations. With NEBHE acting as the coordinating agency, the confederation could be known as the University of Southern New England (USNE).

Instructional material could be developed by Educational Development Corporation (EDC) of Newton, Massachusetts. USNE would be used for teachers' internship experience for the Doctor of Arts in Teaching Degrees.

In New Jersey, the State Education Department and Chancellor's office with support from the Continuing Education Division of Rutgers University would provide leadership.

In upstate New York, Syracuse University's Division of Continuing Education would be the key institution. In Pennsylvania the Commissioner for Higher Education under the State Board of Education supported by Penn State's continuing education program would be the coordinating agent.

THE CONNECTICUT EXTERNAL DEGREE

The Hill-Rabineau Proposals

The Connecticut Commission for Higher Education early in the summer of 1970 expressed interest in exploring the possibilities of using the College-Level Examination Program (CLEP) as a basis for awarding an external associate in arts degree.

CLEP staff members from the College Entrance Examination Board and ETS met with Warren G. Hill, Chancellor of Higher Education and Louis Rabineau, Director, Connecticut Commission for Higher Education. Their response to the idea was enthusiastic and arrangements were made for follow-up at lower echelons in the Commission which are continuing.

In January 1971 it was learned that Mr. Rabineau was drafting legislation with respect to offering an external degree in Connecticut. This legislation would not limit the external degree to the associate level. It would include the baccalaureate and doctoral levels as well.

OKLAHOMA TALKBACK TELEVISION

The Oklahoma Regents Plan

REFERENCE:

Education Commission of the States, Higher Education in the States, Vol. 1. No. 6. July-August 1970. p. 75

"In February 1970 a bill was signed into law by the governor authorizing and directing the State Regents to establish and maintain a system of televised instruction as an integral part of the state system of higher education. A method of funding the establishment of the system was also authorized by the same legislation. The Regents' project is "Talkback Television" -- a closed-circuit, two-channel television network which will link the graduate education centers of Oklahoma State University, Tulsa University, University of Oklahoma, and the Oklahoma University Medical School to the major industrial communities in the state. Through the TBT System, opportunities for study and for earning resident credit at the higher education level will be provided to employees in inplant classrooms. Students using TBT instruction system will be required to do the same homework, take the same exams, and enter into the same discussions as those present in the campus classroom. The same faculty will be available for the TBT system as on campus."

THE NATIONAL UNIVERSITY

The Arbolino-Valley Proposal

REFERENCES:

- a. Arbolino-Valley, "A Plan for the Study of the Promise and the Problems of an External Degree", June 1970. A CEEB-ETS internal staff paper.
- b. Arbolino-Valley, "The Need, the Issues, and the Strategy: A Companion Paper to A Plan for the Study of the Promise and the Problems of an External Degree", October 1970. A CEEB-ETS internal staff paper.
- c. Arbolino-Valley, "Education: The Institution or the Individual", Continuing Education, October 1970.

Proposed Functions of the National University

1. Award degrees in its own name based on examinations.
2. Award degrees jointly with Participating Colleges. These would be degrees in which the majority of the degree requirements were met by National University credits. (These credits could be earned by examinations or by the procedure approved under function 3 below). These degrees would be awarded by joint action of the National University and the Participating College. The college, of course, would continue to award degrees in the regular traditional way as well.
3. It would accredit college-level instruction offered outside the colleges and universities.
4. It would help students who wished to transfer.
5. It would encourage the development of all instructional resources.
6. It would maintain records of individual educational accomplishment.
7. It would provide an educational counseling and referral service for individuals.
8. It would provide an advisory and consulting service on education for employers.
9. It would maintain a program of research and development supportive of continuing education.
10. It would provide the examinations and other instruments and services necessary to the implementation of the National University.
11. It would maintain an active forum including publications devoted to the development of continuing education.

THE FIVE COUNTY STUDY

The Bailey Proposal

REFERENCE: Draft proposal dated September 1, 1970 entitled "Toward a Regents' University Degree Program Based on Independent and Informal Study." The proposal was prepared by Stephen K. Bailey on behalf of the Policy Institute of Syracuse University Research Corporation in cooperation with the New York State Department of Education.

The proposal was addressed to three tasks:

1. The development of a plan for a New York State Regents degree by 1971.
 2. Implementing at least one operational regents degree program according to the plan (1 above) by 1972.
 3. Survey the Five-County region in the Syracuse area as an educative (sic) resource.
- (It is the author's understanding that only task 3 was funded by the \$300,000 grant announced by the Ford Foundation on February 17, 1971.)

The inventory of the Five County Region will include:

- a. Classrooms, museums, laboratories, libraries, radio, and T-V facilities -- all considered for their contribution to the instructional task of an external degree.
- b. The Policy Institute in cooperation with the Center For Instructional Communications of Syracuse University experimenting with videotape production in business administration and liberal studies.
- c. A talent inventory -- to be computerized -- of housewives, PR specialists, journalists to "correct English themes at home," performing arts specialists, graduate students, graduate student wives, scientists, business men, school teachers for tutoring, and teaching.

THE NEW YORK REGENTS' DEGREE

The N. Y. State Education Department
Proposal

REFERENCES:

- a. State Education Department Memorandum, August 18, 1970 "The New York State Regents' Baccalaureate Degree."
- b. The New York Times, February 17, 1971, "\$1.8 Million to Aid Off-Campus Studies."
- c. The New York Times, February 21, 1971, "Making Colleges Fit the Need of the People."

FUNDING:

The New York State Education Department is the recipient of an \$800,000 grant from Carnegie Corporation and Ford Foundation to support the development of a New York Regents' Degree Program. The grant is for a two year period. The development will require additional support from the State Legislature.

The DEGREES:

An individual may qualify for a Regents' Degree on the basis of oral and written examinations.

The degree will be based on an individual's demonstrated of work equivalent to either a two or four year degree.

Initial plans call for tests leading to the bachelor of business administration and an associate of arts (general education) degree.

The first Regents' Degrees are expected to be conferred in 1972.

THE EXAMINATIONS:

The tests will be developed by faculty committees from existing colleges and universities.

The tests will be normed on groups of graduating seniors at representative colleges in the state.

The first examinations will be ready for the public in mid-1972.

RELATIONS WITH OTHER EDUCATIONAL ACTIVITIES:

The Regents' Degree Program complements Empire State Colleges (see summary in another section of this report.)

Degree candidates will also be aided by Home Study Clearinghouse of the College Proficiency Examination Program.

UNITED FEDERATION of TEACHERS
EXTERNAL DEGREE

UFT-AFL/CIO Plan

REFERENCE: "Commissioner Nyquist's External Degree Proposal Parallels U.F.T. Degree Proposal for Vocational Education," September 25, 1970, Ad-Hoc Committee of the U.F.T. Vocational High School Committee: For the Innovation of Vocational Degree.

THE PLAN:

It is proposed that the State University of New York establish degree programs in the greater New York area in vocational education, that would include credit for five years (45 credits) of approved and appropriate journeyman trade experience which has been tested by a city or state examination.

UNIVERSITY WITHOUT WALLS

The Union for Experimenting Colleges
and Universities

REFERENCES:

- a. Summary Statement, University Without Walls, a proposal for an Experimental Degree Program in Undergraduate Education, September 28, 1970.
- b. HEW News, December 14, 1970.
- c. The New York Times, December 27, 1970, "What Tearing Down The Walls Can Do."
- d. Christian Science Monitor, January 2, 1971, "On Knocking Down Walls."
- e. Union for Experimenting Colleges, February 16, 1971 press release.

THE PROJECT:

The University Without Walls (UWW) has been developed under the auspices of the Union for Experimenting Colleges and Universities (Dr. Samuel Baskin, Antioch College, President.)

The following 19 institutions will participate: University of Minnesota, University of Massachusetts, Antioch College, New College at Sarasota, University of South Carolina, Roger Williams College, Bard College, Chicago State College, Goddard College, Howard University, Friends World College, Northeastern Illinois State College, Stephens College, Loretto Heights College, Staten Island Community College, Skidmore College, Shaw University, Morgan State College, and New York University.

University Without Walls, Inc., is a non-profit university corporation. It provides staff support and coordination of local UWW programs, conducts workshops for participating institutions, and undertakes research. Participating colleges hold memberships in UWW, Inc.

THE PROGRAM:

Each institution will plan and design its own UWW program. However, the following ideas are considered basic:

1. Students, faculty, and administrators design and develop the program.
2. A broad mix of resources is to be used including regular courses, research assistantships, internships, field

University Without Walls (continued)

- experience, independent study, individual and group projects, telelectures, videotapes, programmed learning, and travel.
3. Flexible time units. There is no fixed curriculum and no fixed time for the award of a degree.
 4. The inclusion of a broad age range (16 to 60 or older).
 5. Use of Adjunct Faculty -- Government officials, business executives, scientists, artists, writers, etc.
 6. Use of procedures to maintain continuing dialogue between students and faculty. Student-adviser meetings, seminars, correspondence, tele-conferences.
 7. Seminars to develop skills for independent learning.
 8. Programs and resources of other UWW participants open to all.
 9. Each student must produce a "Major Contribution": a research study, work of art, a book, a publishable article, etc.
 10. Achievement of graduates is to be researched.

Degrees will be awarded by the students' sponsoring institution or by the Union for Experimenting Colleges and Universities in conjunction with the sponsoring college.

Tuition: Each institution determines tuition schedule.

Admission: Each institution sets admissions policy.

SCHEDULE:

A pilot group is to be admitted in February 1971.

A full scale project is to be underway in the fall of 1971 (50-75 students at each institution.)

FUNDING:

HEW-Office of Education		
Bureau of Higher Education	\$290,000	
National Center for Educational Res. and Dev.	50,000	
Bureau of Libraries and Educational Tech.	50,000	
Office of Program Planning and Evaluation	25,000	
		<u>\$415,000</u>
Ford Foundation		<u>400,000</u>
		\$815,000
TOTAL		

THE CARNEGIE CORPORATION ENDORSEMENT

REFERENCES:

- a. College Board Review, No. 78, Winter 70-71, "Is It Time for an External Degree?" By Alan Pifer.
- b. The New York Times, October 28, 1970. "Home Study For Degree Supported".

In a speech delivered at the College Entrance Examination Board Annual Meeting in New York City on October 27, 1970, Mr. Alan Pifer, President of Carnegie Corporation, endorsed a program that would enable individuals to earn college degrees by examination and independent study. While he did not offer a specific plan he indicated there were several models already available in various educational systems throughout the world. He encouraged substantial experimentation in this country.

THE ROOSEVELT UNIVERSITY
EXTERNAL DEGREE

The Dillavou Proposal

REFERENCE: Memorandum dated November 2, 1970, from George J. Dillavou, Dean, College of Continuing Education: To Paul J. Olscamp, Dean of Faculties, Roosevelt University.

THE PLAN:

It is proposed that the College of Continuing Education, Roosevelt University offer a baccalaureate degree without residency requirements. The requirement would be completed by mail including the use of tape cassettes. The student would also be in touch with his instructor by telephone.

The College-Level Examination Program (CLEP) would be used as the initial step in the degree program. Two full years of credit would be granted for successful completion of CLEP.

The initial program will probably be developed in an interdisciplinary area concerned with community problems.

The program would include an area of concentration made up of fifteen courses, plus three major seminars and a final senior thesis.

FUNDING

A budget of approximately \$40,000 was proposed to establish the program. This budget does not include any program operational costs.

EMPIRE STATE COLLEGE

The Boyer-State University of New York
Proposal

REFERENCES:

- a. "Reshaping The University. A Proposal to Introduce "The Extended University" Within the State University of New York", draft dated December 1970.
- b. The New York Times, February 17, 1971. "\$1.8 Million to Aid Off-Campus Studies."
- c. The New York Times, February 21, 1971. "Making Colleges Fit The Needs of The People."

THE PLAN:

It was proposed to launch an extended university within SUNY. Students will contract for a program of study. Screening and testing will establish an entry level roughly equivalent to sophomore, junior, or senior standing.

There will be three options open to students:

1. All work off-campus.
2. A semester on campus followed by off-campus study.
3. Off-campus study with short courses on campus.

A tutor will be assigned to each student. Tutors will act as guides and counselors. In 1971 tutors will be located on 6-8 campuses. They will be on 20 campuses by 1975 and eventually on all SUNY campuses.

Learning Service Centers (LSC's):

LSC's will be campus based, administered by a Dean and Assistant Dean plus five tutors.

LSC's will offer counseling, administer tests, run admissions program, keep records, library resources, instructional services, and general educational resources.

New York Network -- a network of all ETV stations in the state will be used to offer courses. A correspondence college will also be utilized.

HEADQUARTERS:

The headquarters for Empire State College will be Saratoga, New York. It will have a president, a resident faculty but no resident students.

PROJECTED ENROLLMENTS:

1000 or more students by September 1971
10,000 students by 1975
40,000 students by 1980

RELATION WITH REGENTS' DEGREE:

SUNY's extended university will seek to serve "those who seek preparation for certification, but who cannot or should not return to a campus and be restricted by the curricular and time restraints. typically imposed."

FUNDING:

The proposal has been funded by a grant from the Ford Foundation and the Carnegie Corporation of \$1 million.

THE NEW JERSEY OPEN COLLEGE

The New Jersey Master Plan for
Higher Education

REFERENCES:

- a. Draft New Jersey Master Plan for Higher Education, No.2, December 1970.
- b. Newark Sunday Star Ledger, January 31, 1971, "College May Come to The Working Man."

The Open College:

The Department of Higher Education proposes to develop an educational system that will permit students to complete part or all of the requirements for an associate or baccalaureate degree without formal attendance at a campus. The system will utilize:

- a. Credit by examination.
- b. Home courses.
- c. Conferences and seminars.

Alternatives for obtaining the Open College:

- a. Create a new college
- b. Assign Open College to Rutgers University College to develop and operate. Graduates would receive a University College diploma.
- c. Rutgers, the state colleges, and county community colleges would cooperate and develop programs for an open college. Students would get a degree from a specific college.
- d. The Graduate University of New Jersey -- a new institution -- would manage the open college.

Using technology:

- a. Attention needs to be given to developing the software to support the use of technological innovations.
- b. New Jersey should be selective as to the technical development it supports.
Audio cassettes and educational television seem to be better choices for New Jersey.
- c. Faculty involvement is crucial.

THE TEXAS STATE TECHNICAL INSTITUTE
OPEN UNIVERSITY

The Dugger Proposal

REFERENCE: "A Proposed Program to Assess, Develop and Further Implement the Open University Concept Through Extending Services of Texas State Technical Institute." January 1971. Submitted by Roy W. Dugger, President.

Author's Comment: Regrettably for the purposes of this inventory the reference document is not sufficient to clearly determine the specific plan that is being proposed. The reference was prepared for discussion purposes and hence is incomplete. At best then, only a tentative and sketchy summary of this proposal can be presented at this time.

THE PLAN:

Evidently Texas State Technical Institute has an In-Plant Baccalaureate Program that is operational at the Convair Division of General Dynamics (at San Diego?). It is proposed to expand this program and extend it to another site to make it possible to enroll workers from many smaller firms.

The plan includes giving credit for mastery of knowledge at all levels and suggests making use of the College-Level Examination Program.

Funding (\$235,000) is requested to develop curricula, to design measuring instruments, and to assess student performance standards.

THE CALIFORNIA STATE COLLEGE PLAN

The Dumke Proposal

REFERENCES:

- a. Chancellor Glenn S. Dumke's January 26, 1971 Proposal on Academic and Curricular Programs to the Committee on Educational Policy: "Some Proposals for Change in the California State Colleges."
- b. Long Beach Press Telegram, January 26, 1971, "Dumke Urges Radical Overhaul of Colleges."
- c. San Francisco Chronicle, January 27, 1971, "Dumke's Plan to Speed Up College."
- d. Chronicle of Higher Education, February 8, 1971, "Dumke Offers A New Degree Plan."

Chancellor Dumke offered the following proposals:

1. Degrees should be based on academic achievement, carefully measured and evaluated by competent faculties (instead of being based on accumulation of credits, hours, semesters, and classes attended). This could reduce time required for a degree by one-half to a full year or more.
2. Faculties should identify skills, knowledge, appreciations, and understandings they seek and that existing or new means be employed to test college level achievement.
3. New means for providing work load credit for faculty should be devised.
4. General education requirements should be redefined in terms of basic bodies of knowledge, appreciation, and skills instead of present units and elective courses.
5. Comprehensive examinations should be established in all major fields. A student should secure a degree when he feels competent to subject himself to such an examination.
6. College extension should provide a degree aspirant with an alternative to the on-campus program.
7. Greater flexibility in staffing, work load assignment, and in budgeting.
8. The establishment of an absolute ceiling on requirements for the degrees and for majors.
9. Late afternoon, evening, and Saturday use of facilities should be expanded.

Dumke indicated he planned to appoint a task force to recommend means for the development of pilot programs regarding different criteria for awarding the degree and expansion of college services as an "open university."

ED0 57296

A
SUPPLEMENT
TO
AN INVENTORY
OF
EXTERNAL DEGREE
PROGRAMS AND PROPOSALS

Prepared by
John R. Valley
May 7, 1971
a

Educational Testing Service
Princeton, New Jersey 08540

90012141

INTRODUCTION

This Supplement is an attempt to update quickly the Inventory of External Degree Programs and Proposals, dated March 3, 1971. The information in the Inventory in its fundamental aspects is accurate. However, additional information is now available and should be shared with those interested in the development of external degree programs.

The Supplement is organized to match the Inventory. That is, Section I lists programs, whereas Section II is concerned with proposals and plans. Attention is called to the last page of the Supplement where some comments are made on various activities which might, indeed, become future inventory entries.

Again, the author repeats the request of the Inventory. Please bring items to my attention which should be shared with the educational community.

Section I
EXTERNAL DEGREE PROGRAMS

The following additions should be made to Section I of the March 3 Inventory:

<u>Degree Program</u>	<u>Institution</u>
Master of Science - Atmospheric, Civil Electrical, Industrial and Mechanical Engineering	Colorado State University - Project SURGE
National Urban Studies Program	Dept. Housing and Urban Development (HUD)
Associate in Arts	(Also referred to as "University Without Walls", but it is not related to University Without Walls of the Union of Experimenting Colleges)
Bachelor of Arts	University of Detroit
Master of Arts	University of Northern Colorado -- assisted by Shaw University and Morgan State University
6th Year Certificate (doctoral level less dissertation)	Manatee Junior College
	University of Oklahoma
Associate in Arts	Division of University Extension - Harvard University
Master of Business Administration - ETV	College of Business Administration
Doctor of Philosophy	University of South Carolina
	Union Graduate School
	Union of Experimenting Colleges
Bachelor of Arts	Westbrook College

Summary of External Degree Programs -- (includes those in March 3 Inventory
and this Supplement)

Total Number of Programs 31

Number of Programs at Undergraduate Level 21

Number terminating at baccalaureate level 18

Number terminating at associate level 3

Number of Programs at Graduate Level 10

Number terminating at master's level 7

Number terminating at master's level, plus 1

Number terminating at doctoral level 2

Section II

EXTERNAL DEGREE PROPOSALS

Note: In this section is further information on the following proposals which are covered by the March 3 Inventory:

- (1) University of California, The Extended University
- (2) The New Jersey Open College
- (3) The California State College Plan

Information on the following proposals is now included for the first time:

- (1) Bachelor of Liberal Studies Program -- The University of Maine - Orono
- (2) Bachelor of Human Services Program -- University Center for Adult Education
- (3) Bachelor of General Studies Program -- College of Extended Studies -- University of Wisconsin
- (4) Wisconsin's Open Education System. The Governor's Commission on Education
- (5) Massachusetts Open University. Governor Sargent's Proposal
- (6) Cooperative University. The University of Illinois Proposal
- (7) Management Education -- Graduate Degree. Arthur D. Little, Inc., Plan

UNIVERSITY OF CALIFORNIA
THE EXTENDED UNIVERSITY

The Hitch Proposal*

REFERENCE: Report of The University of California Task Force on The Extended University. March 12, 1971.

A SUMMARY OF THE RECOMMENDATIONS:

The reference was received by President Hitch on March 23, 1971 and has been transmitted by him to all University of California Chancellors and Vice Presidents, and to Members of the University Committee on Educational Policy, Members of the Coordinating Committee on Graduate Affairs, Members of the Academic Council and Administrative Officers, Office of the President. They have been asked to report their views on the report's recommendations to President Hitch by June 18, 1971. A more complete report is expected from the Task Force by September 1, 1971.

Recommendations:

1. Part-time degree programs at both the baccalaureate and master's level be instituted within the University of California.
2. Such programs to be introduced as soon as feasible on an experimental basis by the fall of 1972 and on a more comprehensive scale by the fall of 1973.
3. The programs already under consideration at Irvine, Berkeley and UCLA be expeditiously approved; beyond these the several campuses initiate as soon as possible a variety of innovations to provide graduate degree programs for both professional and general publics.
4. Part-time baccalaureate programs be designed and offered to adults from a wide variety of backgrounds.
5. Consideration be given to making these programs accessible to students of college age as an alternative to full-time degree study.
6. At both the graduate and the baccalaureate level three kinds of curricula be provided:
 - (a) Programs drawn from existing university curricula adapted as necessary to the special needs of part-time students.
 - (b) New interdisciplinary liberal arts programs emphasizing the applicability of humanistic studies to contemporary individual and social issues.
 - (c) New career-related programs applying basic theoretical concepts and broad academic studies to the development of skills of analysis and decision-making relevant to community- or work-related problems.
7. Part-time baccalaureate degree programs be provided at the upper division level.

University of California
The Extended University

8. The Community Colleges be consulted concerning arrangements through which their offerings (in some cases especially designed for this purpose) could be articulated in relation to the University's part-time degree programs.
9. For the master's programs, a baccalaureate degree from a recognized institution should be prerequisite, but admissions criteria should take into account successful career or other pertinent experience as an alternative or supplement to specific subject orientation in the candidate's earlier undergraduate study.
10. For the baccalaureate, the transcript of courses completed to date will be an important consideration in admission of candidates to the upper division level of the part-time degree program. Nonetheless prior individual study and work and community experience should also be significant criteria for selection.
11. Applicable regulations in the Manual of the Academic Senate be amended as required, to establish the part-time degree programs as recognized alternatives to the existing programs.
12. To the extent feasible, wider use be made of concurrent courses for both master's and baccalaureate programs. More regular session courses suitable for concurrent enrollment should be scheduled in the late afternoon and evening, thus facilitating attendance by part-time students.
13. Existing university extension credit courses, especially when taught by regular University of California faculty, be fully recognized toward the requirement for part-time degrees.
14. Studies be undertaken to discover and devise techniques for evaluating performance suitable for part-time degree programs including credit by examination.
15. Effective academic counseling be provided for students at all stages from admission to granting of the degree.
16. The establishment of standards and of the basic design of part-time degree programs be under the supervision of regular University of California faculty members.
17. Regular University of California faculty be encouraged to teach in the programs wherever possible.
18. Additional instructional staff, both full-time and part-time, be appointed as required by the new programs.
19. Campus facilities be used to the greatest extent possible particularly in late afternoon and evening hours and on weekends.

University of California
The Extended University

20. Small learning centers be established, conveniently located in the communities or regions to be served.
21. Pilot program experimentation with educational technologies be undertaken as these increasingly become technically and economically feasible, including television, radio, film and microfilm; audio and video tapes and/or cassettes computer assisted instruction. The application of technology should be utilized not only to enlarge the range of instructional techniques but also to make available the total resources of the University.
22. New patterns of providing library service to part-time degree students be devised through cooperation between University, public and private institutional libraries.
23. Independent study, supplemented by local tutorial programs and with credit by examination, become an important element in the programs.
24. Part-time master's degree programs be established in existing schools and colleges, in cooperation with other units as needed.
25. Part-time baccalaureate degree programs be assigned either to existing organizational structures, or to a specifically designed unit such as a new college appropriately related to existing structures.
26. A university wide unit be created, charged with providing assistance to and coordination of the campus part-time degree programs as needed.
27. Staff studies be undertaken to enable the Task Force to obtain further data and prepare more detailed proposals.
28. Funds for this purpose be made available immediately in amounts to be ascertained by the Chairman in consultation with the Office of the President.

The report also includes four appendices:

Appendix A is a report of the findings of a comprehensive national survey of part-time adult degree programs.

Appendix B is a copy of Alan Pifer's speech delivered at the CEEB Annual Meeting, October 1970.

Appendix C is "Potential Audiences for Part-Time Degree Programs" by Leonard Freedman. UCLA Dean of Extension.

Appendix D consists of Resolutions authorizing the Task Force.

*This report supplements the information on page 15 of the Inventory of External Degree Programs and Proposals dated March 3, 1971.

THE NEW JERSEY OPEN COLLEGE

The New Jersey Master Plan for Higher
Education*

REFERENCE: The New Jersey State Board of Higher Education, Rutgers University (Wheeler Proposal): "A Proposal for Foundation Support of the First Stages of Setting Up an Open College in New Jersey." This proposal is undated, but it was transmitted to the Commission on Non-Traditional Study on April 6, 1971.

THE PROPOSAL:

The proposal is for foundation support to permit the New Jersey State Board of Higher Education to move through two of four stages toward setting up an open college. The two stages are assessing student demand and planning (including the development and production of pilot courses). Two additional stages have been identified, but they are not being supported now. Stage 3 is the production of the multimedia courses which would be planned in Stage 2. Stage 4 is the coordination of the program of media offerings into an administrative system that allows students to earn degrees without being tied to a campus including a baccalaureate degree to be awarded by Open College of New Jersey or a transformed University College. The first two stages are expected to take two years.

Experimental media courses in introduction to a humanity (history), a social science (psychology), and a science (chemistry) would be developed for offering and evaluation in 1972-73. The courses would be assessed by outside experts.

A study would be made to determine the educational level of New Jersey residents, and their interest in higher education. Attention would be given to interest in upgrading of work force by industry, and to the special needs of women, minority group members, veterans, the handicapped, and isolated citizens as in hospitals, prisons, and mental institutions.

A Center for Non-Traditional Study -- a division of University College, Rutgers University will be the planning office for the Open College. There will be an advisory board consisting of the Dean of Rutgers University College, and one representative from a community college, a representative from a state college, lay members, and the Chancellor of Higher Education.

*This report supplements the information on page 31 of the Inventory of External Degree Programs and Proposals dated March 3, 1971.

THE CALIFORNIA STATE COLLEGE PLAN

The Dumke Proposal*

REFERENCES:

- a. Prospectus, Implementation of Proposals for Change, California State Colleges, Office of the Chancellor, March 15, 1971.
- b. Higher Education and National Affairs, April 16, 1971, page 10.

THE PROPOSAL:

Three programs have been offered to implement Chancellor Dumke's January 26, 1971 proposals.

- Program I. To Expand the Use of Credit by Examination and The Development of Methods for Measuring Achievement in the Degree Major. Two stages are proposed. The first calls for encouraging colleges to use CLEP and other examinations assessing general education. The second calls for developing measures of student achievement within degree majors.
- Program II. The development of degree programs for Non-Resident Students.
- Program III. College-originated Pilot Programs. Funds are requested to permit individual colleges to engage in pilot projects which are aimed at providing quality education beyond sole reliance on earning college credit in classroom-laboratory settings.

AN APPOINTMENT:

Chancellor Dumke has appointed a Commission on External Degrees. The Commission is headed by Thomas H. McGrath, President, Sonoma State College. The Commission is to concentrate on improving and expanding extension programs in the state colleges with a view toward granting external degrees through these programs.

*This report supplements the information on page 33 of the Inventory of External Degree Programs and Proposals dated March 3, 1971.

BACHELOR OF LIBERAL STUDIES PROGRAM

The University of Maine -
Orono, Proposal

REFERENCE: Nolde, John J., and Clark, James, M., The Bachelor of Liberal Studies Program, University of Maine, Orono, 1970.

THE PROPOSAL:

1. Program would be directed to adults.
2. Curriculum would not include a major but it will pursue the interrelations of subjects.
3. Criterion of success would be the satisfaction of students, not their technical accomplishment.
4. Students would have concentrated periods of instruction on campus in seminars.
5. Program would consist of four areas of study -- each normally might take a year or longer. Examinations or other evaluations would occur when the student and his tutor decide he is ready.
6. Student might begin in humanities, social science, or natural science. The fourth area which would follow upon successful completion of these three would deal with one of the large issues that confront mankind.
7. Use would be made of directed reading, independent study, correspondence, telephone, orientation period (three days), seminars, examinations.
8. Program staff would consist of an administrator, one or two tutors in each of the three subject areas, and special teachers for summer seminars.
9. Tuition would be \$425 per year, plus summer seminar fee. One hundred registrations would be needed to cover direct costs.
10. Course credit for work previously completed would not be relevant. Previous learning, however, may influence time student would take to complete one of the major areas of study.

BACHELOR OF HUMAN SERVICES PROGRAM

University Center for Adult
Education Proposal
(Wayne State University - The
University of Michigan)

REFERENCE: Proposal: A New Bachelor's Degree Program, August 1970, University Center for Adult Education. Milton R. Stern, Director.

THE PROPOSAL:

1. The plan is directed to mature students (over 30) interested in human services professions, such as, education, health services, law enforcement, and social services.
2. Accepted candidates would receive recognition for previous experience and for learning demonstrated on examinations.
3. There would be a core program of liberal arts. The program would also include a major area of concentration, such as, behavioral science, communication, ecology, comparative culture, the arts.
4. Use will be made of brief residential periods, travel, guided home study, learning teams, programmed learning, tape recording, field projects.
5. Behavioral objectives would guide the development of the program.
6. Counseling into and throughout the program would be stressed.
7. The program would be evaluated during its development by a team of experts in curriculum, new careers, higher education, and student representatives.
8. The program would have a half-time administrative project director, two full-time professionals in admissions and counseling, and in research, and additional technical supporting personnel. Part-time services of faculty members would be used to devise curricula.
9. The program is conceived as developing through three stages over a five-year period.

- | | |
|------------|--|
| Stage I. | Design curricula, assemble and develop testing instruments, establish research base lines and criteria for evaluating project. |
| Stage II. | Process three groups of students of increasingly large size (100, 200, 300 persons). |
| Stage III. | Analyze research data, reach and publish conclusions, and move to have program assimilated into the university structure. |

BACHELOR OF GENERAL STUDIES PROGRAM
(COLLEGE OF EXTENDED STUDIES)

University Extension - The
University of Wisconsin

REFERENCE: _____, "Proposed Bachelor of General Studies Program." Undated.

THE PROPOSAL:

1. That a College of Extended Studies be established and that it offer a Bachelor of General Studies degree.
2. The College of Extended Studies will make use of the College-Level Examination Program (CLEP) to award advanced standing to adult students.
3. No specific period of residential study will be required. The College of Extended Studies will require 20 credits to be earned through University Extension. A total of 120 credits will be required for the degree.
4. A six credit capstone consisting of a comprehensive final examination and a thesis is included.
5. Student counseling will be provided from the Independent Study counseling office, from continuing education agents, and Extension area representatives throughout the state.
6. Enrollment will be limited to 100 new enrollments in each of the first four years of the program.
7. Curriculum development.
 - a. At introductory levels basic understanding in general education subjects will be expected and can be met through course work, CLEP examinations, or both.
 - b. At advanced level students will pursue an area of interest rather than a major. This study will culminate in a comprehensive examination tailored to his area of interest. A thesis is also required.
8. College of Extended Studies will draw on course listings in Independent Study, extension and evening classes, radio and TV courses, courses offered at other college or university campuses.
9. Faculty will be supplied part-time by University Extension.
10. The Department of Library Science, University Extension will provide reading and audio-visual resources including records, tape recordings, and photo-slides.
11. An information clearinghouse to provide information on offerings of courses at other institutions within and outside the state is envisaged.
12. Accreditation from the North Central Association of Secondary Schools and Colleges will be sought.
13. In January 1971 the proposal was being considered by the Credit Course Committee of the University Extension Faculty Senate. It is scheduled for review by the University Board of Regents in the spring of 1971 and then the State Coordinating Committee on Higher Education.

WISCONSIN: OPEN EDUCATION SYSTEM

Governor's Commission on Education

REFERENCE: _____ "Open Education System" (Charles A. Wedemeyer. William H. Lighty Professor of Education, University Extension, University of Wisconsin, was chairman of the group that designed the system.)

The above reference contains the following major elements:

1. A description of an open education system (a media system, that assumes a unified field of learning that is not limited to campus instruction, that utilizes the private educational sector, and that taps and combines a variety of institutions).
2. A recommendation for a management design for a coordination, development, and delivery system to integrate learning and media resources. It calls for an "Open Education Board" under the State Education Board.
3. A system for the uniform transferability of credit for students in programs of the Open Education System, and awards including degrees, diplomas, and certificates for students of the Open Education System whose need cannot be met by credit transfer.
4. An "Open School" to be responsible for program development from a pre-school level through adult continuing education.
5. The Open School would design a balanced offering of credit and non-credit programs including formal schools as well as alternate routes to degrees, diplomas, and certificates.
6. The Open School would develop programs in coordination with the Learning Resources Center (representing public and private educational facilities) and the Communication Resources Center (representing all varieties of media-delivery facilities).
7. The Open School would make use of a full range of educational technologies; radio and TV networks, films, computers, telephone, etc. It would also use informal educational resources, such as, libraries, museums, historical societies, galleries, business, labor organizations, organizations for training development, etc.
8. The Open School would organize for its work by focusing on programs, delivery systems, and access systems.
9. The Open School would utilize local advisors, counselors, and community volunteers.

The above ideas were under discussion late in 1970 and early in 1971.

MASSACHUSETTS OPEN UNIVERSITY

Governor Sargent's Proposal

REFERENCE: Boston Herald Traveler, April 2, 1971, "State Planning Open University."

THE ANNOUNCEMENT:

1. Governor Sargent announced plans for a state sponsored open university with an eventual enrollment of 25,000 to open in 1972.
2. Operating costs are estimated at "10% of a conventional university."
3. Degrees at the associate and the baccalaureate level would be provided.
4. The Massachusetts version would be modeled after a program operating at the University of London.
5. Students would study via television, correspondence, continuing education. Advisory services would also be available.
6. The Governor is seeking planning authorization, and funding.

COOPERATIVE UNIVERSITY

University of Illinois Proposal

REFERENCE: Chicago Tribune, April 22, 1971, "U. of I. Proposes New Type of University."

THE PROPOSAL:

1. The University of Illinois trustees voted to submit a proposal to the State Board of Higher Education which would be an alternative to a proposed master plan.
2. The proposed "Cooperative University of the State of Illinois would be similar to the Open University" (England) and the "University Without Walls."
3. Cooperative University would be a separate institution with its own governing board but it would use existing educational institutions and facilities on a contractual basis. It would have its own administrative staff and a core of permanent faculty members.
4. Cooperative University would include extension programs, correspondence courses, college-level examinations, special lecture centers.
5. Cooperative University faculty would be used for television and other modes of electronic communication.
6. Dr. Lyle Lanier, Provost, University of Illinois was described as chief draftsman of the proposal.

MANAGEMENT EDUCATION-GRADUATE DEGREE

Arthur D. Little, Inc., Plan

REFERENCES:

- a. Management Education Program for Administrators of Agro-Industrial Development. A Syllabus.
- b. Petrochemical Management Education Program.
- c. Second Industrial Management Training Program for Iran.

All of the above are publications of Arthur D. Little, Inc., Cambridge, Massachusetts.

FEATURES:

1. These education programs are conducted at the ADL Management Education Institute, Cambridge, Massachusetts.
2. Reference a. describes a nine-month program of 30 courses, 650 class hours of instruction plus field trips, research projects and plant visits. Currently, participants successfully completing the program are awarded a "Diploma of Professional Achievement" by ADL, Inc. The program is being considered for graduate degree status by the Board of Higher Education of the State of Massachusetts.

Commentary on Various Additional Programs and Proposals

In the last several months various programs and proposals have come to the author's attention because either the title or other aspects of the activity commended it for consideration for inclusion in this report. Information which is available leads to the tentative conclusion that the following are not programs leading to degrees nor do they constitute a substantial segment of a degree program. Efforts are being made to study them further.

1. The Self-Advancement College, Dubuque, Iowa. Millard Ewing, Director
2. Education Unlimited, Mitchell, South Dakota. Robert R. Huddleston, President
3. An Open University Via Radio, Purdue University, Radio Station WBAA
4. The Maryland Open University, The Maryland Center for Public Broadcasting in cooperation with Catonsville Community College, Essex Community College, and the Community College of Baltimore
5. A proposal: "Improving the Contribution of Higher Education to Community Needs Through Student Interchange." ORGANIZATION::RESPONSE. (Washington, D.C.) Philip C. Ritterbush, Chairman
6. A proposal: "To Investigate the Effectiveness of the Public Library as a Center for Independent Study Toward Achieving a Two-year College Education." The Dallas Public Library, Mrs. Lillian M. Bradshaw, Director

ERIC Clearinghouse

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on Adult Education